



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

804 N. 18th Street, Phoenix, AZ 85006

Phoenix Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Underperforming
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Danny Hernandez
Schedule : 08:15 AM to 04:00 PM
Grades : Pre-K-6
Web Address : www.phxelem.k12.az.us/school_sites/Edison
Phone Number : (602) 257-3848
Fax Number : (602) 257-3704
E-mail : danny.hernandez@phxelem.k12.az.us

Mission

The mission of Thomas A. Edison Elementary School is to create and maintain an environment that ensure that all students reach a high level of academic achievement as determined by state and national standards. We commit to a comprehensive system of support to assure this outcome.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The students at Thomas A. Edison will improve their reading scores by 10% as evident by third and fifth grade AIMS scores in April 2006.
- ü The students at Thomas A. Edison school will improve their writing scores by 10% as evident by the third and fifth grade AIMS scores in April 2006.
- ü The students at Thomas A. Edison will improve their math scores by 10% as evident by third and fifth grade AIMS scores in April 2006.
- ü Parental involvement at Thomas A. Edison school will improve by 10% during 2005-2006.

Enrollment

October 1, 2005 School Year Student Enrollment : 517
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 81

Instructional Programs

- Ü Ability Reading Rouping
- Ü Sheltered English Instruction
- Ü Leap Frog
- Ü Law-related Education
- Ü After School Tutoring Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The school is responsible for providing all required materials to students. Teachers have high expectations of all students in both academics and behavior.

Parents

Parents are responsible for teaching their children appropriate behavior and supporting the school's guidelines on academics and behavior. In the fall, they sign a compact to this effect.

Transportation Policy

Phoenix Elementary transports all students who are in self-contained special education classes. These students may be transported from the entire district.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü NAESP/Honor Student Council	2000
Ü Speech Contest Winner	2002
Ü NAEYC Accreditation	2002
Ü Nurse - Nationally Certified	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	875	80010	100	98	99	415	431	447	19	16	10	37	26	18	44	48	53	NA	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	429	38935	93	98	99	410	431	447	12	15	9	58	26	19	31	49	55	NA	9	17
Male	42	446	40974	100	99	98	418	431	448	24	17	11	24	26	18	52	47	52	NA	10	19
African American	NC	50	4201	NC	100	99	NC	429	430	NC	16	17	NC	34	23	NC	36	51	NC	14	9
Hispanic	58	774	34545	100	99	99	414	430	432	21	17	14	36	26	24	43	49	53	NA	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	--	39	35142	--	95	99	--	457	465	--	5	5	--	23	11	--	49	56	--	23	28
Students with Disabilities	NC	114	10161	NC	91	93	NC	399	419	NC	42	28	NC	34	28	NC	21	36	NC	3	8
Students without Disabilities	61	761	69849	100	100	100	417	435	451	15	12	7	38	25	17	48	52	56	NA	11	19
Limited English Proficient Students	37	338	14013	97	96	97	411	413	413	24	27	24	35	33	34	41	36	39	NA	4	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	67	867	40981	100	98	100	415	431	462	19	16	6	36	26	13	45	48	54	NA	10	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	876	79438	100	99	98	419	432	451	15	15	9	53	34	24	32	48	56	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	429	38775	93	98	99	422	436	457	8	12	7	62	32	22	31	51	58	NA	5	13
Male	42	447	40560	100	100	97	417	428	446	19	17	12	48	35	25	33	45	54	NA	4	9
African American	NC	50	4178	NC	100	98	NC	437	439	NC	10	13	NC	32	29	NC	52	52	NC	6	6
Hispanic	58	775	34297	100	99	98	417	431	434	16	15	14	53	34	31	31	48	50	NA	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	--	39	34887	--	95	98	--	457	471	--	10	4	--	33	15	--	36	63	--	21	18
Students with Disabilities	NC	115	9588	NC	92	88	NC	390	416	NC	45	30	NC	38	32	NC	16	34	NC	1	5
Students without Disabilities	61	761	69850	100	100	100	422	438	456	10	10	7	56	33	23	34	52	59	NA	5	12
Limited English Proficient Students	37	339	13856	97	96	96	416	410	407	16	26	27	54	41	43	30	32	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	67	868	40753	100	99	99	420	432	467	13	14	5	54	34	16	33	48	62	NA	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	854	79971	99	96	99	396	403	423	11	10	8	61	52	41	29	37	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	425	38974	93	97	99	397	415	437	12	7	5	58	48	33	31	44	57	NA	1	4
Male	40	429	40895	100	96	98	395	392	410	10	12	10	63	57	47	28	30	41	NA	1	2
African American	NC	49	4203	NC	98	99	NC	419	411	NC	2	11	NC	55	45	NC	43	43	NC	NA	2
Hispanic	56	756	34481	97	96	99	398	401	410	11	11	10	59	52	46	30	37	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	--	37	35150	--	90	99	--	433	437	--	NA	5	--	54	35	--	38	56	--	8	5
Students with Disabilities	NC	110	10258	NC	88	94	NC	350	377	NC	28	23	NC	61	51	NC	10	25	NC	1	1
Students without Disabilities	59	744	69713	98	97	100	402	411	429	7	7	5	64	51	39	29	41	52	NA	1	3
Limited English Proficient Students	35	329	13985	92	93	97	394	378	382	9	19	18	74	55	54	17	27	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	65	848	40977	98	96	100	397	403	437	11	10	5	60	52	34	29	37	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	841	80147	94	97	99	449	456	482	17	19	11	33	25	17	48	48	49	2	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	426	39281	96	98	99	449	458	483	19	17	9	26	27	17	56	50	50	NA	7	24
Male	33	415	40780	92	96	98	449	454	482	15	22	12	39	24	17	42	46	48	3	8	24
African American	NC	55	4249	NC	95	99	NC	457	464	NC	22	17	NC	25	22	NC	44	48	NC	9	13
Hispanic	54	721	33494	95	97	99	448	454	466	17	20	15	35	26	23	46	46	49	2	7	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	462	456	--	5	19	--	26	27	--	63	46	--	5	8
White	--	42	36122	--	100	99	--	487	501	--	7	5	--	12	10	--	67	50	--	14	35
Students with Disabilities	NC	127	10295	NC	91	92	NC	417	443	NC	51	33	NC	30	26	NC	18	33	NC	1	8
Students without Disabilities	54	714	69852	96	98	100	454	463	488	11	14	7	33	25	16	54	53	51	2	9	26
Limited English Proficient Students	19	318	12722	95	96	97	427	434	441	42	33	27	42	32	33	16	33	37	NA	1	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	NC	13	38371	NC	100	97	NC	438	465	NC	31	15	NC	38	23	NC	31	49	NC	NA	13
Non-Economically Disadvantaged	59	828	41776	94	97	100	449	456	498	17	19	6	32	25	11	49	48	49	2	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	841	79686	97	97	98	436	446	470	21	19	11	45	36	24	34	43	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	428	39163	96	99	99	442	452	475	11	13	9	56	37	22	33	48	60	NA	2	10
Male	35	413	40438	97	95	97	431	439	465	29	25	13	37	35	25	34	38	54	NA	2	7
African American	NC	56	4228	NC	97	98	NC	447	458	NC	20	15	NC	30	28	NC	45	53	NC	5	4
Hispanic	56	719	33299	98	97	98	435	443	452	21	20	17	45	38	32	34	41	47	NA	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	458	446	--	NA	16	--	37	38	--	63	44	--	NA	2
White	--	43	35914	--	100	98	--	488	489	--	7	5	--	12	15	--	70	67	--	12	14
Students with Disabilities	NC	127	9808	NC	91	87	NC	407	432	NC	51	35	NC	38	32	NC	11	30	NC	NA	3
Students without Disabilities	54	714	69878	96	98	100	442	452	475	11	13	8	52	35	23	37	49	61	NA	3	9
Limited English Proficient Students	20	316	12594	100	95	96	414	419	422	40	36	34	45	46	45	15	19	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	NC	13	38095	NC	100	97	NC	427	452	NC	23	17	NC	38	32	NC	38	48	NC	NA	3
Non-Economically Disadvantaged	61	828	41591	97	97	99	435	446	486	21	19	6	46	36	16	33	43	65	NA	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	844	80372	98	97	99	430	457	475	14	9	4	54	35	30	32	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	426	39452	96	98	99	452	470	488	4	5	3	52	28	22	44	66	72	NA	1	3
Male	36	418	40836	100	96	98	414	443	464	22	12	6	56	43	37	22	44	56	NA	NA	1
African American	NC	55	4264	NC	95	99	NC	461	465	NC	7	5	NC	29	35	NC	64	59	NC	NA	1
Hispanic	56	724	33608	98	97	99	426	455	462	16	9	6	55	36	36	29	54	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	460	464	--	11	4	--	21	39	--	68	56	--	NA	1
White	--	42	36213	--	100	99	--	476	489	--	5	2	--	36	22	--	57	72	--	2	3
Students with Disabilities	NC	133	10526	NC	96	94	NC	403	427	NC	26	15	NC	55	53	NC	19	31	NC	NA	1
Students without Disabilities	55	711	69846	98	98	100	438	466	482	9	5	3	55	32	26	36	62	69	NA	1	2
Limited English Proficient Students	20	318	12747	100	96	97	389	431	432	30	15	12	70	50	52	NA	34	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	NC	13	38521	NC	100	98	NC	409	461	NC	15	6	NC	62	38	NC	23	55	NC	NA	1
Non-Economically Disadvantaged	62	831	41851	98	97	100	430	458	489	15	9	3	53	35	22	32	56	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	880	79306	100	99	99	457	479	504	41	21	13	33	29	20	22	43	49	4	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	447	38845	97	100	99	467	481	505	29	19	11	32	30	20	36	45	50	4	6	18
Male	21	433	40383	100	98	98	441	477	504	57	24	14	33	28	19	5	40	47	5	8	19
African American	NC	51	4171	NC	98	98	NC	478	485	NC	20	20	NC	37	26	NC	37	44	NC	6	10
Hispanic	43	746	32673	100	99	99	457	476	487	40	23	18	35	30	25	21	42	46	5	5	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	484	479	NC	15	22	NC	35	29	NC	45	43	NC	5	7
White	NC	56	36234	NC	98	99	NC	518	523	NC	4	6	NC	9	13	NC	61	52	NC	27	28
Students with Disabilities	NC	125	10286	NC	91	91	NC	443	462	NC	58	41	NC	26	27	NC	14	27	NC	2	5
Students without Disabilities	41	755	69020	100	100	100	458	485	510	37	15	9	32	30	18	27	47	52	5	8	21
Limited English Proficient Students	23	299	10291	100	97	96	447	456	458	52	37	38	35	37	34	13	25	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	NC	16	37437	NC	100	97	NC	483	486	NC	25	19	NC	19	26	NC	44	46	NC	13	9
Non-Economically Disadvantaged	47	864	41869	100	99	100	455	479	521	43	21	7	34	29	14	19	43	51	4	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	882	79000	100	99	98	452	468	489	30	17	10	38	33	24	32	48	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	448	38774	100	100	99	461	473	494	24	15	7	34	29	22	41	54	61	NA	2	10
Male	21	434	40150	100	98	98	439	462	485	38	21	12	43	36	25	19	41	55	NA	2	8
African American	NC	51	4153	NC	98	98	NC	474	476	NC	10	13	NC	33	30	NC	57	53	NC	NA	4
Hispanic	44	748	32508	100	99	98	451	464	472	32	19	15	34	35	33	34	45	49	NA	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	20	4016	NC	100	96	NC	468	467	NC	20	14	NC	20	37	NC	60	46	NC	NA	2
White	NC	56	36135	NC	98	98	NC	512	508	NC	4	4	NC	13	14	NC	73	67	NC	11	15
Students with Disabilities	NC	126	9991	NC	92	88	NC	429	449	NC	56	33	NC	28	36	NC	14	29	NC	2	2
Students without Disabilities	42	756	69009	100	100	100	454	474	495	24	11	6	40	34	22	36	53	62	NA	2	10
Limited English Proficient Students	24	300	10199	100	98	95	433	439	439	46	36	35	42	43	47	13	21	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	NC	16	37234	NC	100	97	NC	464	472	NC	25	15	NC	31	33	NC	44	50	NC	NA	3
Non-Economically Disadvantaged	48	866	41766	100	99	99	451	468	505	31	17	5	38	33	16	31	48	65	NA	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	881	79611	100	99	99	458	470	496	14	13	7	68	48	37	18	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	447	39016	100	100	99	476	486	511	7	9	4	66	42	29	28	48	66	NA	0	1
Male	21	434	40519	100	98	98	431	453	482	24	18	10	71	55	44	5	28	46	NA	NA	0
African American	NC	51	4188	NC	98	98	NC	495	486	NC	6	9	NC	49	40	NC	43	50	NC	2	0
Hispanic	44	750	32855	100	100	99	454	465	481	14	15	10	70	49	43	16	36	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	19	3992	NC	95	96	NC	496	478	NC	NA	10	NC	53	46	NC	47	44	NC	NA	0
White	NC	54	36380	NC	95	99	NC	499	511	NC	6	4	NC	43	30	NC	52	65	NC	NA	1
Students with Disabilities	NC	127	10664	NC	93	94	NC	400	440	NC	46	23	NC	48	54	NC	6	22	NC	NA	1
Students without Disabilities	42	754	68947	100	100	100	461	481	504	7	8	4	71	48	34	21	44	61	NA	0	1
Limited English Proficient Students	24	300	10362	100	98	97	442	430	438	21	28	22	71	54	57	8	18	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	NC	16	37626	NC	100	98	NC	473	479	NC	13	10	NC	31	45	NC	56	45	NC	NA	0
Non-Economically Disadvantaged	48	865	41985	100	99	100	455	470	511	15	13	4	71	49	30	15	38	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	773	79327	92	97	98	495	498	518	24	28	19	31	25	20	39	38	46	6	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	379	38961	92	97	98	503	503	520	12	22	16	45	30	20	39	40	48	3	9	16
Male	34	394	40295	92	98	97	487	493	516	35	34	21	18	21	19	38	37	44	9	8	16
African American	NC	51	4247	NC	98	98	NC	498	499	NC	25	27	NC	31	24	NC	33	41	NC	10	8
Hispanic	63	668	32327	91	97	98	497	496	499	21	28	27	33	26	25	40	38	41	6	7	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	489	489	NC	38	32	NC	13	27	NC	50	36	NC	NA	4
White	NC	34	36373	NC	100	98	NC	531	538	NC	15	10	NC	21	14	NC	38	52	NC	26	25
Students with Disabilities	NC	106	9321	NC	85	87	NC	450	467	NC	71	54	NC	17	22	NC	11	21	NC	1	3
Students without Disabilities	60	667	70006	98	100	100	497	505	524	18	21	14	35	27	19	42	42	49	5	10	18
Limited English Proficient Students	20	213	9431	83	94	95	465	469	466	45	50	53	40	24	27	15	24	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	NC	12	37097	NC	92	97	NC	482	498	NC	33	27	NC	42	25	NC	17	41	NC	8	7
Non-Economically Disadvantaged	64	761	42230	91	98	99	498	498	535	22	28	11	31	25	15	41	39	50	6	9	24

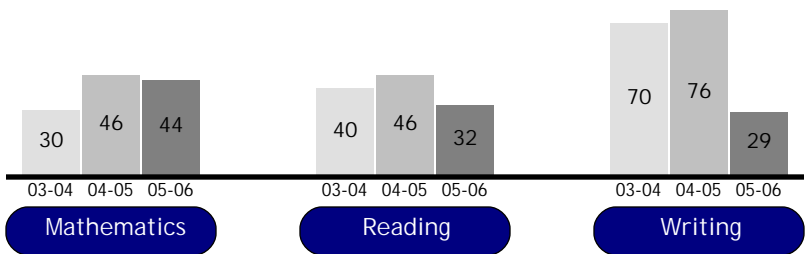
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	782	79501	99	99	98	466	476	497	24	19	10	36	31	25	40	48	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	385	39062	100	99	99	473	484	502	19	14	8	36	31	23	44	52	64	NA	3	5
Male	36	397	40368	97	98	98	460	469	491	28	24	13	36	32	27	36	44	57	NA	1	3
African American	NC	52	4279	NC	100	99	NC	478	485	NC	19	14	NC	27	30	NC	52	54	NC	2	2
Hispanic	68	676	32389	99	98	98	467	474	478	25	20	16	34	32	34	41	47	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	483	473	NC	13	17	NC	31	40	NC	56	43	NC	NA	1
White	NC	34	36446	NC	100	99	NC	512	516	NC	9	4	NC	18	15	NC	59	73	NC	15	7
Students with Disabilities	11	113	9411	92	91	88	431	432	453	73	61	36	9	23	36	18	16	26	NA	NA	1
Students without Disabilities	61	669	70090	100	100	100	472	483	502	15	12	7	41	33	24	44	53	65	NA	2	5
Limited English Proficient Students	23	219	9401	96	96	94	438	445	443	48	38	40	48	44	46	4	18	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	12	37183	NC	92	97	NC	464	479	NC	33	16	NC	33	34	NC	33	49	NC	NA	1
Non-Economically Disadvantaged	69	770	42318	99	99	99	468	476	513	22	19	5	36	31	17	42	48	70	NA	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	778	80000	99	98	99	551	540	564	1	6	3	19	18	11	75	70	75	4	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	384	39288	100	99	99	567	559	579	3	5	2	14	9	6	78	76	77	6	10	16
Male	36	394	40644	97	98	98	536	522	549	NA	6	4	25	26	15	72	64	74	3	3	7
African American	NC	52	4307	NC	100	99	NC	548	551	NC	10	4	NC	6	13	NC	75	75	NC	10	7
Hispanic	68	674	32672	99	98	99	552	538	548	1	6	4	19	19	14	75	70	76	4	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	16	4424	NC	100	97	NC	544	549	NC	6	3	NC	13	14	NC	69	77	NC	13	5
White	NC	32	36602	NC	97	99	NC	568	579	NC	NA	2	NC	13	7	NC	72	75	NC	16	16
Students with Disabilities	12	116	9919	100	94	93	492	472	505	8	17	9	58	47	35	33	35	54	NA	1	2
Students without Disabilities	60	662	70081	98	99	100	562	552	571	NA	4	2	12	13	7	83	76	79	5	8	12
Limited English Proficient Students	23	216	9571	96	95	96	532	496	502	4	12	10	22	31	29	74	56	60	NA	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	NC	12	37534	NC	92	98	NC	554	547	NC	NA	4	NC	17	15	NC	83	76	NC	NA	5
Non-Economically Disadvantaged	69	766	42466	99	98	100	553	540	578	1	6	2	19	18	7	75	70	75	4	7	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	NA	NA	58	100	27	36	47	95	25	34	46
	Language	97	NA	41	50	100	30	39	47	95	24	43	48
	Mathematics	100	43	57	64	100	33	39	50	95	30	44	52
3	Reading	100	34	NA	55	98	27	32	44	100	20	28	46
	Language	100	46	56	61	98	29	35	44	100	24	34	46
	Mathematics	98	26	51	61	98	34	39	51	100	24	37	52
4	Reading	99	18	NA	56	98	30	37	48	98	25	34	52
	Language	99	30	43	52	98	29	38	49	98	27	37	52
	Mathematics	99	21	44	61	98	27	38	53	95	35	39	58
5	Reading	95	27	NA	55	100	33	39	50	96	27	39	56
	Language	97	33	40	49	100	32	39	50	96	25	39	54
	Mathematics	97	41	48	63	100	33	35	49	96	22	34	52
6	Reading	100	32	NA	56	100	46	42	51	99	34	43	56
	Language	100	28	38	48	100	38	38	47	99	28	39	50
	Mathematics	100	52	55	66	100	45	40	52	92	35	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Facilities Planning
- Ü Budget
- Ü Parent/Educator Relations
- Ü School/Business Partnerships
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	1	1	0	0
10 or more years	12	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Multipurpose Room
- Ü Computer Lab
- Ü Parent Room

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Chorus
- Ü Cheerleading
- Ü Think Together
- Ü 21st Century

Social Services

- Ü Family Support Team
- Ü Asthma Breathmobile
- Ü City of Phoenix Housing
- Ü Nutrition Program for Parents

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Fifth and sixth grades saw an increase on AIMS. Fifth grade students had an increase in AIMS over previous years in all areas from 5% to 17%.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Thomas A. Edison has taught Lifeskills for several years. All classes work with a Safe Schools Officer who teaches the law-related education curriculum. Edison School also adheres to a strict policy of enforcement regarding violence.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Danny Hernandez	(602) 257-3867
Transportation Policy	Mike Fisher	(602) 257-2811
Community Resources	Teresa Carreon	(602) 257-0243
School Nutrition Programs		(602) 257-3741
Parent Organization	Leticia Orozco	(602) 257-3848
Student Health/Nurse	Sara McWhorter	(602) 257-3850

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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